

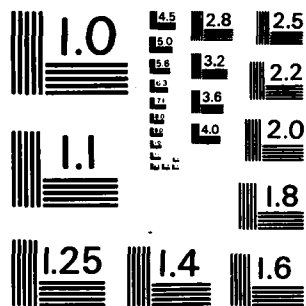
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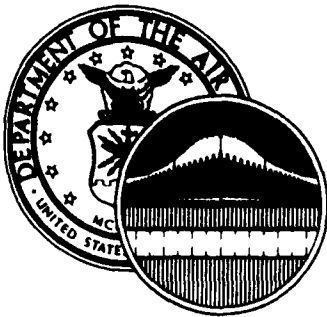
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# OCCUPATIONAL SURVEY REPORT



COMMON AIRCREW TRAINING REPORT

AFSC 11XXX

AFPT 90-11X-4XX

OCTOBER 1983

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OCCUPATIONAL ANALYSIS PROGRAM  
USAF OCCUPATIONAL MEASUREMENT CENTER  
AIR TRAINING COMMAND  
RANDOLPH AFB, TEXAS 78150

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## PREFACE

This report represents the results of a detailed Air Force occupational survey of common aircrew tasks from AFSs 111X0, 112X0, 113X0B, 113X0C, 114X0, and 115X0. Authority for conducting occupational surveys is contained in AFR 35-2. Computer products from which this report was produced are available for use by operations and training officials.

The data used in this project was from a common aircrew duty extracted from survey instruments used for AFSs 111X0, 112X0, 113X0B, 113X0C, 114X0, and 115X0. The common aircrew duty was developed by Captain Clint Thatcher, Inventory Development Specialist. Second Lieutenant Mary Thomasson, Occupational Analyst, analyzed the survey data and wrote the final report. Computer support for the project was provided by Ms. Elvira Frechel. This report has been reviewed and approved by Lieutenant Colonel Jimmy L. Mitchell, Chief Airman Career Ladders Analysis Section, Occupational Measurement Center, Randolph AFB, Texas 78150.

Copies of this report are distributed to Air Staff sections, major commands, and other interested training and management personnel. Additional copies are available upon request to the USAF Occupational Measurement Center, attention of the Chief, Occupational Analysis Branch (OMY), Randolph AFB, Texas 78150.

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## SUMMARY OF RESULTS

Survey Objective: The purpose of this report is to provide occupational survey data to use in assessing the feasibility of establishing a centralized undergraduate enlisted aircrew technical school.

Survey Coverage: Fifty-eight percent (4,226) of aircrew specialties 111X0, 112X0, 113X0B, 113X0C, 114X0, and 115X0 were surveyed to determine commonality of tasks performed. The final sample included representative command groups. Training emphasis and task difficulty ratings were collected from senior aircraft members to help identify common training requirements.

Implications: Survey data highlighted some common tasks appropriate for an enlisted undergraduate aircrew course. Data also indicated 115X0 personnel have different training requirements than the other aircrew specialties. Further, survey results indicated a large amount of overlap between the common aircrew tasks performed by the aircrew AFSs surveyed. Task factor data indicated that tasks with higher percentage of members performing also received high training emphasis rankings and warrant inclusion in a common aircrew school. Some areas of the proposed course outline are well supported by survey data. However, many of the areas are knowledge areas and cannot be evaluated.

## OCCUPATIONAL SURVEY REPORT AFS 11XXX

### INTRODUCTION

This is a report of an occupational survey of the common aircrew tasks performed by members of the Defensive Aerial Gunner career ladder (AFS 111X0), the Inflight Refueling Operations career ladder (AFS 112X0), the Flight Engineer (Helicopter Qualified) career ladder (AFS 113X0B), the Flight Engineer career ladder (AFS 113X0C), the Aircraft Loadmaster career ladder (AFS 114X0), and the Pararescue/Recovery career ladder (AFS 115X0). This study was completed by the Occupational Analysis Branch, USAF Occupational Measurement Center in September 1983. The survey was requested by HQ SAC/DOTP to assess the feasibility of establishing a centralized undergraduate enlisted aircrew technical school. The occupational surveys used to complete this report were conducted from February 1982 to July 1983.

Personnel assigned to the Defensive Aerial Gunner career ladder (111X0) are assigned to the Strategic Air Command (SAC) and are qualified as crew members on B-52 aircraft. Since they are responsible for the defensive fire control systems on the B-52 aircraft, defensive aerial gunners spend a large amount of time in preflight, inflight, and postflight gunner activity. Initial training is received from Combat Crew Training Squadrons (CCTSS) at Carswell AFB and at Castle AFB.

Inflight Refueling operators (112X0) are assigned primarily to SAC and most are qualified on the KC-135A aircraft. The inflight refueling operator's primary job is assisting the pilot in conducting air refueling. Commonly referred to as the "boom operator", the inflight refueling operator visually or verbally directs the receiver aircraft into the refueling envelope and then uses the boom or the drogue to conduct refueling. Additionally, the boom operator serves as a loadmaster when the aircraft is carrying cargo or passengers. Personnel attend two schools before becoming qualified as an Inflight Refueling Operator. First, they attend the Enlisted Aviation Undergraduate School (EAUS) at Castle AFB. Upon successful completion of EAUS, airmen progress to the 4017 Combat Crew Training School at Carswell AFB.

Personnel assigned to the Flight Engineer (Helicopter Qualified) career ladder (113X0B) are assigned primarily to MAC and are responsible for preflight, inflight, and postflight inspections of the aircraft. During flight, they monitor various aircraft fuel and engine system controls, panels, and indicators. Other duties include nonscheduled maintenance; computing aircraft weight and balance or aircraft performance data; and gunner, hoist operator or cargo sling operator tasks. Helicopter Qualified Flight Engineers receive training at Sheppard AFB TX. This course is 6 weeks and 3 days in length. Follow-on flight training is then conducted for all members at Kirtland AFB, New Mexico, and lasts approximately 78 days.

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Personnel assigned to the Flight Engineer, Performance Qualified, career ladder (113X0C) are assigned primarily to MAC and are responsible for operation and monitoring of engine and aircraft systems control panels and indicators; preflight, thru-flight, and postflight inspections; and flight duties described in applicable flight manuals. Initial training for flight engineers is conducted by Military Airlift Command (MAC) personnel at Altus AFB, Oklahoma. The course lasts 8 weeks and 2 days. Upon completion of their initial training, each flight engineer attends qualification training for the particular aircraft assigned.

Personnel assigned to the Aircraft Loadmaster (114X0) career field are assigned primarily to MAC. Their responsibilities include load planning the aircraft, inspecting and preparing aircraft and aircraft systems for flight, scheduling and supervising the loading and offloading of the aircraft, ensuring safety and security of cargo during flight, providing for safety and comfort of passengers during flight, and conducting airdrops. Initial training takes place at Sheppard Technical Training Center and lasts 28 days. To become a line-qualified aircraft loadmaster, an airman must also attend an initial qualification course for a specific weapon system. This training lasts from 20 to 40 days, depending on the aircraft assigned.

The basic job of the Pararescue/Recovery career ladder (115X0) is to conduct day and night rescue and recovery operations within friendly or hostile territory, to provide emergency medical treatment and means of survival, evasion, resistance, escape, and recovery of personnel, and to support recovery operations of aerospace hardware and personnel. They are assigned primarily to MAC. Personnel entering the pararescue career field are put through a rigorous 10-month training program which includes five distinct formal training courses.

## SURVEY METHODOLOGY

### Inventory Development

USAF Job Inventories, AFPTs 90-111-432, 90-112-454, 90-113-455, 90-114-456, and 90-115-457 were the data collection instruments constructed for this survey. Data were collected in six separate studies. Each inventory contained the same common aircrew duty, as well as AFSC-specific tasks. Initially, the inventory development specialists prepared tentative task lists after reviewing previous occupational survey reports of the 111X0, 112X0, 113X0B, 113X0C, 114X0, and 115X0 specialties and pertinent career ladder publications and directives. The new task lists were further reviewed and validated through interviews with subject-matter specialists at the tech schools and operational units. Finally, draft inventories were sent to all interviewees and several subject-matter specialists not previously interviewed for final validation. The resulting inventories contained a comprehensive listing of tasks grouped under duty headings. Also included was an extensive background section that asked for such information as:

- (A) Job Title
- (B) Organizational level
- (C) Type of flying mission
- (D) Aircraft previously qualified in
- (E) Aircraft currently qualified in

Data for each specialty are reported in separate studies. Only the data on the common aircrew duty are reported here.

### Survey Administration

From February 1982 through July 1983, Consolidated Base Personnel Offices (CBPOs) in operational units worldwide administered the inventories to job incumbents holding DAFSS 111X0, 112X0, 113X0B, 113X0C, 114X0, and 115X0. Those incumbents were selected from a computer-generated mailing list obtained from personnel data tapes maintained by the Air Force Human Resources Laboratory (AFHRL).

Each respondent who completed an inventory first completed an identification and biographical information section, then checked all tasks performed in their present job. Those tasks checked were then rated on a nine-point scale, showing the relative amount of time spent on that task, as compared to all other tasks checked. The ratings ranged from one (very small amount of time spent) to nine (very large amount of time spent), with a rating of five representing an average amount of time spent.

### Survey Sample

Incumbents were selected to participate in the survey to ensure an accurate representation across major commands (MAJCOMs). Table 1 reflects the percentage distribution by MAJCOM of the assigned personnel in each aircrew AFSC. Also listed in this table is the percent distribution of respondents in the final samples by MAJCOM. As demonstrated by this table, the survey sample provides a good representation, by MAJCOM, of the career ladder populations.

TABLE 1

## COMMAND REPRESENTATION OF SURVEY SAMPLE

COMMAND	111X0		112X0		113X0B		113X0C		114X0		115X0	
	PERCENT OF ASGD (N=613)	PERCENT OF SAMPLE (N=444)	PERCENT OF ASGD (N=1,024)	PERCENT OF SAMPLE (N=765)	PERCENT OF ASGD (N=314)	PERCENT OF SAMPLE (N=232)	PERCENT OF ASGD (N=2,525)	PERCENT OF SAMPLE (N=1,690)	PERCENT OF ASGD (N=2,466)	PERCENT OF SAMPLE (N=892)	PERCENT OF ASGD (N=282)	PERCENT OF SAMPLE (N=203)
TAC	-	-	-	-	20	20	6	5	1	2	-	-
SAC	99	99	95	96	-	-	1	2	-	-	-	-
MAC	-	-	-	-	58	64	89	89	95	95	92	92
PACAF	-	-	-	-	-	-	-	-	1	1	-	-
ATC	-	-	-	-	1	2	-	-	1	-	-	-
AFSC	-	-	-	-	10	9	3	2	1	1	8	7
USAFE	-	-	-	-	5	5	-	-	-	-	-	-
OTHER	-	-	-	-	6	-	1	2	-	-	0	1

- LESS THAN ONE PERCENT

TOTAL ASSIGNED - 7,224

TOTAL SAMPLED - 4,226

PERCENT OF ASSIGNED SAMPLED - 58%

## DATA ANALYSIS

A primary concern for managers of any specialty involves developing the most efficient and cost-effective training programs where career ladder incumbents learn to perform the jobs required of them. Information provided in this report which can be used to assess training requirements includes percent of respondents performing tasks, training emphasis data, and task difficulty ratings. This report begins with a description of the percentage of members performing each task in the 1-48 months time in career field group.

### Analysis of Tasks by 1-48 Months TICF Groups

Analysis of the common aircrew duty by 1-48 months time in career field groups reveals similarities between the AFSCs in relation to the tasks they perform and the relative percentage of members performing particular tasks. This information is useful in evaluating potential training needs.

Table 2 lists the 48 tasks included in the common aircrew duty and demonstrates that there is much commonality across all AFSCs in common aircrew tasks. More than 50 percent of the members perform 30 of the 48 tasks.

Further analysis reveals many of the tasks performed by more than 30 percent of the members are similar in function. These functions are administrative tasks; using emergency equipment or procedures; and preflight, inflight, and postflight tasks.

Tasks which are administrative in function are:

- Annotate AFTO Forms 781A (Maintenance Discrepancy and Work Document)
- Maintain flight manuals, safety and operational supplements, and flight crew checklists
- Perform crew information file checks
- Post changes to personal aircrew publications
- Review AFTO Forms 781 series for aircraft discrepancies

As can be seen in Table 2, these tasks have a very high percentage of members performing and should be considered for formal training.

Tasks which involve using emergency equipment or procedures include:

- Instruct extra crew members or passengers on inflight or ground emergency procedures
- Operate emergency escape hatches
- Operate fire extinguishers
- Participate in life support training seminars

Perform or practice emergency aircraft egress procedures  
Perform personal equipment inspection  
Study technical orders for abnormal and emergency inflight procedures

Examples of preflight, inflight, and postflight tasks with a high percentage of members performing include:

Inspect ramp for foreign object damage (FOD) matter  
Install or remove aircraft wheel chocks  
Load crew gear on aircraft  
Open or close crew entrance doors  
Order aircrew transportation

When considering other factors, such as training emphasis and task difficulty data (see Tables 3 and 7), it can be seen that many of these tasks rated low on those factors. Therefore, these tasks are more suitable for on-the-job training and should not be included in a common aircrew technical school.

TABLE 2

ANALYSIS OF COMMON AIRCREW TASKS BY 1-48 MONTHS TIME IN CAREER FIELD GROUPS  
(PERCENT MEMBERS PERFORMING)

TASKS	11XXX	111X0	112X0	113X0B	113X0C	114X0	115X0
1 ADVISE MAINTENANCE PERSONNEL IN IDENTIFYING AIRCRAFT SYSTEM MALFUNCTIONS	84	87	81	88	93	72	55
2 ANNOTATE AFTO FORMs 781A (MAINTENANCE DISCREPANCY AND WORK DOCUMENT)	92	93	97	92	97	89	40
3 APPLY EXTERNAL ALTERNATING CURRENT (AC) AND DIRECT CURRENT (DC) POWER TO AIRCRAFT	74	80	77	78	96	35	15
4 COORDINATE CORRECTION OF AIRCRAFT DISCREPANCIES OR MALFUNCTIONS WITH AIRCRAFT COMMANDER	81	75	84	78	94	66	38
5 DEMONSTRATE TO PASSENGERS THE PROPER USE OF LIFE PRESERVERS, PARACHUTES, OR OXYGEN MASKS	60	55	98	67	28	91	32
6 INSPECT OR PREPARE CREW AREAS	37	13	39	9	40	56	7
7 INSPECT RAMP AREA FOR FOREIGN OBJECT DAMAGE (FOD) MATTER	73	60	53	61	88	79	53
8 INSTALL OR REMOVE AIRCRAFT WHEEL CHOCKS	65	42	61	45	72	74	58
9 INSTRUCT EXTRA CREW MEMBERS OR PASSENGERS ON INFLIGHT OR GROUND EMERGENCY PROCEDURES	74	65	92	94	59	92	38
10 LOAD CREW GEAR ON AIRCRAFT	89	89	96	88	86	88	82
11 MAINTAIN FLIGHT MANUALS, SAFETY, AND OPERATIONAL SUPPLEMENTS, AND FLIGHT CREW CHECKLISTS	93	93	95	88	95	92	79
12 MONITOR RADIO COMMUNICATION TRANSMISSIONS	85	93	95	91	95	48	77
13 OPEN OR CLOSE CREW ENTRANCE DOORS	92	81	98	95	96	85	86
14 OPERATE EMERGENCY ESCAPE HATCHES	81	30	92	72	91	90	63
15 OPERATE FIRE EXTINGUISHERS	63	35	56	70	73	72	34
16 OPERATE FLIGHTLINE MOTOR VEHICLES	63	78	85	67	54	43	86
17 OPERATE GALLEY EQUIPMENT, SUCH AS OVEN OR COFFEE MAKERS	82	75	95	10	86	98	49
18 OPERATE HIGH FREQUENCY (HF) RADIOS	45	66	49	23	57	18	26
19 OPERATE ULTRAHIGH FREQUENCY (UHF) RADIOS	68	75	63	48	90	39	36
20 ORDER AIRCREW FLIGHT LUNCHES	69	97	98	42	50	82	32
21 ORDER AIRCREW TRANSPORTATION	77	57	74	38	91	85	36
22 PARTICIPATE IN CREW MAINTENANCE DEBRIEFINGS	77	97	98	76	97	16	16
23 PARTICIPATE IN CREW OPERATION DEBRIEFINGS	64	90	92	92	56	29	62
24 PARTICIPATE IN GENERAL OR SPECIALIZED MISSION BRIEFINGS	81	94	93	89	75	70	78

TABLE 2 (CONTINUED)

ANALYSIS OF COMMON AIRCREW TASKS BY 1-48 MONTHS TIME IN CAREER FIELD GROUPS  
(PERCENT MEMBERS PERFORMING)

TASKS	11XX	111X0	112X0	113X0B	113X0C	114X0	115X0
25 PARTICIPATE IN LIFE SUPPORT TRAINING SEMINARS	70	82	90	70	67	49	66
26 PARTICIPATE IN POSTFLIGHT INTELLIGENCE BRIEFINGS	38	77	40	50	30	21	45
27 PARTICIPATE IN PREMISSION INTELLIGENCE BRIEFINGS	56	80	58	62	51	43	67
28 PARTICIPATE IN PREMISSION WEATHER BRIEFINGS	59	90	95	75	52	10	73
29 PERFORM CREW INFORMATION FILE CHECKS	64	79	69	61	65	51	58
30 PERFORM FLIGHT TEST FOR NEW EQUIPMENT VALIDATION	18	29	25	28	16	6	10
31 PERFORM FLIGHT TEST FOR NEW FLIGHT PROCEDURES	11	20	17	20	9	4	10
32 PERFORM HIGH ALTITUDE PROCEDURES IN ALTITUDE CHAMBER	48	57	54	36	50	41	47
33 PERFORM OR PRACTICE EMERGENCY AIRCRAFT EGRESS PROCEDURES	61	54	63	82	61	55	62
34 PERFORM PERSONAL EQUIPMENT INSPECTION	81	92	85	86	78	75	88
35 PERFORM SMALL ARMS QUALIFICATION	77	92	23	83	91	92	78
36 PERFORM WING WALKING	36	27	30	40	5	13	34
37 PICK UP AIRCRAFT LIFE SUPPORT EQUIPMENT	39	82	82	63	16	13	25
38 PICK UP AND INSPECT FLIGHT LUNCHES	51	95	96	34	19	55	21
39 PICK UP COFFEE JUGS, WATER JUGS, OR OVENS	48	96	97	30	21	38	22
40 POST CHANGES TO PERSONAL AIRCREW PUBLICATIONS	87	92	90	87	87	87	62
41 REVIEW AFTO FORMS 781 SERIES FOR AIRCRAFT DISCREPANCIES	94	97	84	98	98	97	73
42 SECURE EQUIPMENT FOR DESCENT OR LANDING	86	87	94	97	74	98	86
43 SELECT MAINTENANCE BREVITY CODES	39	83	51	22	42	8	4
44 STUDY TECHNICAL ORDERS FOR ABNORMAL AND EMERGENCY INFLIGHT PROCEDURES	86	87	86	93	93	77	42
45 TURN IN AIRCRAFT LIFE SUPPORT EQUIPMENT	41	85	85	66	16	14	29
46 TURN IN COFFEE JUGS, WATER JUGS, OR OVENS	42	96	94	25	16	25	11
47 VISUALLY INSPECT PANELS, LOCKS, OR FASTENERS	82	95	65	93	95	68	37
48 VISUALLY INSPECT SPARE LIFE SUPPORT EQUIPMENT	72	94	86	63	64	71	26



### Task Factor Administration

To enhance the training manager's ability to make objective decisions, task difficulty and training emphasis booklets were also administered to incumbents in AFSs 111X0, 112X0, 113X0B, 113X0C, 114X0, and 115X0. Although the task listings in the job inventory and task factor booklets were identical, task difficulty and training emphasis booklets were processed separately because of the different types of information gathered. An explanation of these rating factors and their application is provided below.

Task Difficulty. Task difficulty data were independently collected from 255 experienced aircrew members during the same period job inventory booklets were administered. Each senior NCO who completed a task difficulty booklet was asked to rate all familiar tasks on a nine-point scale from extremely low (one) to extremely high (nine) as to the relative difficulty of that task. Difficulty is defined as length of time required for an average member to learn to perform that task. The interrater reliability (as assessed through components of variance of standard group means) for these 255 raters was .99, which indicates extremely high agreement among the raters. The ratings were adjusted so tasks of average difficulty have ratings of 5.00 and a standard deviation of 1.00. Tasks rated 3.00 are considered very low in task difficulty and generally, are not recommended for training in resident technical training courses.

Table 3 presents the task difficulty ratings for the 48 tasks included in the common aircrew duty for all aircrew AFSCs and the combined sample. Note that Tasks 30 and 31 were rated very high in task difficulty. Raters perceive them as being more difficult to learn than any of the other common aircrew tasks. However, these two tasks have a very low percentage of 1-48 TICF members performing (see Table 2). This is probably because these tasks are performed by more experienced personnel. Even though rated high in task difficulty, they should not be included in a resident technical school.

TABLE 3

## TASK DIFFICULTY RATINGS

TASKS	11XX	111X0	112X0	113X0B	113X0C	114X0	115X0
1 ADVISE MAINTENANCE PERSONNEL IN IDENTIFYING AIRCRAFT SYSTEM MALFUNCTIONS	6.65	6.31	6.76	7.07	6.74	5.85	6.23
2 ANNOTATE AFTO FORMs 781A (MAINTENANCE DISCREPANCY AND WORK DOCUMENT)	5.69	5.75	5.14	6.02	5.91	5.44	6.06
3 APPLY EXTERNAL ALTERNATING CURRENT (AC) AND DIRECT CURRENT (DC) POWER TO AIRCRAFT	5.22	5.18	5.40	5.20	4.85	5.45	5.82
4 COORDINATE CORRECTION OF AIRCRAFT DISCREPANCIES OR MALFUNCTIONS WITH AIRCRAFT COMMANDER	5.83	5.41	5.86	6.19	6.10	5.50	5.50
5 DEMONSTRATE TO PASSENGERS THE PROPER USE OF LIFE PRESERVERS, PARACHUTES, OR OXYGEN MASKS	5.68	5.93	6.30	5.87	5.01	5.11	5.54
6 INSPECT OR PREPARE CREW AREAS	4.67	4.24	4.67	3.94	4.75	4.93	5.29
7 INSPECT RAMP AREA FOR FOREIGN OBJECT DAMAGE (FOD) MATTER	4.07	3.78	4.21	4.63	4.22	3.89	4.07
8 INSTALL OR REMOVE AIRCRAFT WHEEL CHOCKS	3.72	3.87	4.11	4.13	3.75	3.33	3.32
9 INSTRUCT EXTRA CREW MEMBERS OR PASSENGERS ON INFLIGHT OR GROUND EMERGENCY PROCEDURES	5.68	5.80	6.09	5.92	5.18	5.27	5.50
10 LOAD CREW GEAR ON AIRCRAFT	4.16	4.32	4.31	5.16	3.73	3.67	4.85
11 MAINTAIN FLIGHT MANUALS, SAFETY AND OPERATIONAL SUPPLEMENTS, AND FLIGHT CREW CHECKLISTS	6.17	6.30	6.02	6.10	6.51	5.96	5.47
12 MONITOR RADIO COMMUNICATION TRANSMISSIONS	5.43	5.54	5.08	6.07	5.66	5.02	4.93
13 OPEN OR CLOSE CREW ENTRANCE DOORS	4.25	4.39	4.56	4.44	4.28	4.07	4.08
14 OPERATE EMERGENCY ESCAPE HATCHES	4.57	4.85	4.75	4.53	4.50	4.39	4.54
15 OPERATE FIRE EXTINGUISHERS	4.41	4.65	4.71	4.42	4.30	4.31	4.42
16 OPERATE FLIGHTLINE MOTOR VEHICLES	4.84	5.15	5.23	4.44	4.27	5.03	4.67
17 OPERATE GALLEY EQUIPMENT, SUCH AS OVEN OR COFFEE MAKERS	4.06	3.97	4.05	3.28	4.22	4.28	4.41
18 OPERATE HIGH FREQUENCY (HF) RADIOS	5.38	5.44	5.11	4.42	4.95	6.41	6.33
19 OPERATE ULTRA HIGH FREQUENCY (UHF) RADIOS	5.33	5.42	5.15	4.81	4.99	5.85	6.08
20 ORDER AIRCREW FLIGHT LUNCHES	3.55	3.64	3.67	3.12	3.55	3.59	3.97
21 ORDER AIRCREW TRANSPORTATION	3.54	3.55	3.61	3.45	3.75	3.55	4.20
22 PARTICIPATE IN CREW MAINTENANCE DEBRIEFINGS	4.79	5.11	4.47	5.27	5.26	4.19	4.19
23 PARTICIPATE IN CREW OPERATION DEBRIEFINGS	4.98	5.21	4.63	5.34	5.43	4.43	4.73
24 PARTICIPATE IN GENERAL OR SPECIALIZED MISSION BRIEFINGS	5.31	5.43	4.88	5.54	5.58	4.79	5.89

TABLE 3 (CONTINUED)

## TASK DIFFICULTY RATINGS

TASKS	11XX	111X0	112X0	113X0B	113X0C	114X0	115X0
25 PARTICIPATE IN LIFE SUPPORT TRAINING SEMINARS	5.02	5.11	4.70	5.61	5.23	4.59	5.16
26 PARTICIPATE IN POSTFLIGHT INTELLIGENCE BRIEFINGS	5.14	5.27	4.64	5.69	4.79	4.92	5.80
27 PARTICIPATE IN PREMISSION INTELLIGENCE BRIEFINGS	4.99	4.89	4.64	5.75	4.84	4.74	5.56
28 PARTICIPATE IN PREMISSION WEATHER BRIEFINGS	4.51	4.11	4.18	5.03	5.17	4.15	4.79
29 PERFORM CREW INFORMATION FILE CHECKS	4.44	4.04	4.35	5.05	4.96	4.41	4.35
30 PERFORM FLIGHT TEST FOR NEW VALIDATION	7.68	7.50	7.70	6.69	7.33	7.67	7.70
31 PERFORM FLIGHT TEST FOR NEW FLIGHT PROCEDURES	7.79	7.75	7.77	6.76	7.55	7.78	7.48
32 PERFORM HIGH ALTITUDE PROCEDURES IN ALTITUDE CHAMBER	5.85	5.74	5.99	5.58	5.44	6.14	5.90
33 PERFORM OR PRACTICE EMERGENCY AIRCRAFT EGRESS PROCEDURES	5.90	6.02	6.31	5.20	5.50	5.90	5.89
34 PERFORM PERSONAL EQUIPMENT INSPECTION	5.37	5.56	5.31	5.19	5.46	5.18	5.36
35 PERFORM SMALL ARMS QUALIFICATION	5.50	5.56	5.30	5.31	5.41	6.35	4.87
36 PERFORM WING WALKING	4.32	4.21	4.45	4.07	3.85	5.04	4.83
37 PICK UP AIRCRAFT LIFE SUPPORT EQUIPMENT	3.91	3.92	3.94	4.03	3.77	4.53	3.84
38 PICK UP AND INSPECT FLIGHT LUNCHES	3.58	3.62	3.74	3.19	3.55	4.12	3.53
39 PICK UP COFFEE JUGS, WATER JUGS, OR OVENS	3.39	3.57	3.55	3.13	3.33	3.72	3.34
40 POST CHANGES TO PERSONAL AIRCREW PUBLICATIONS	5.82	6.39	5.80	5.16	5.89	5.75	5.05
41 REVIEW AFTO FORM 781 SERIES FOR AIRCRAFT DISCREPANCIES	5.33	5.01	5.10	5.73	5.96	5.03	4.92
42 SECURE EQUIPMENT FOR DESCENT OR LANDING	5.03	4.61	5.68	4.90	4.89	5.29	4.53
43 SELECT MAINTENANCE BREVITY CODES	5.10	4.94	5.12	4.81	4.93	5.98	5.99
44 STUDY TECHNICAL ORDERS FOR ABNORMAL AND EMERGENCY PROCEDURES	6.71	6.54	6.65	6.64	6.83	6.83	5.58
45 TURN IN AIRCRAFT LIFE SUPPORT EQUIPMENT	3.85	3.71	3.74	4.12	4.07	4.44	3.79
46 TURN IN COFFEE JUGS, WATER JUGS, OR OVENS	3.34	3.66	3.47	3.07	3.27	3.75	2.69
47 VISUALLY INSPECT PANELS, LOCKS, OR FASTENERS	4.69	4.35	4.52	5.12	5.25	4.72	4.36
48 VISUALLY INSPECT SPARE LIFE SUPPORT EQUIPMENT	4.75	4.66	4.56	4.82	5.25	4.69	4.62

Training Emphasis. Training emphasis (TE) booklets were administered to 7-level DAFSC personnel in AFSSs 111X0, 112X0, 113X0B, 113X0C, 114X0, and 115X0 during the same period the job inventories were administered. The 290 senior NCOs who completed training emphasis booklets rated tasks from zero (no training emphasis required) to nine (extremely high training emphasis required). Training emphasis ratings provide an indication of how much emphasis should be placed on structured training. Structured training is defined as training provided at resident technical schools, field training detachments (FTD), mobile training teams (MTT), formal on-the-job training (OJT), or any other organized training method.

Since individuals rated tasks based only on their AFSCs, separate reliability coefficients were computed to determine the amount of agreement among respondents for each AFSC, as well as for the combined sample. High agreement was found among the raters for each AFSC. Because of the high agreement, training emphasis ratings should provide objective data which can be used with other factors to assess training requirements. The interrater agreement for the combination of raters indicates extremely high agreement, and should help identify general tasks which may be trained in a common aircrew school.

To assess the degree of relationship between the training emphasis ratings for each specialty, a correlation matrix was computed. The matrix correlates the group means for each task for each specialty. Table 4 illustrates the correlation matrix. The strength of relationship can be described as follows:

Less than .20	Slight, almost no relationship
.20- .40	Low correlation, definite but small relationship
.40- .70	Moderate correlation; substantial relationship
.70- .90	High correlation; marked relationship
.90-1.00	Very high correlation; very dependable relationship

As can be seen in the table, most correlations were high. Each of the specialties, except the 115X0, showed a high correlation with the combined sample and with each other specialty. Excluding the 115X0 specialty, the lowest correlation was between the 114X0 and 111X0 personnel, but was still indicative of a strong relationship. The correlations between the 115X0 specialty and the others indicates only moderate correlations. There is a relationship, but a much weaker one than between the other specialties.

Normally, training emphasis data are reported in the form of the average rating for each task by the group of raters. In this study, data are being compared across six different studies, but only for a portion (the common aircrew tasks) from each job inventory. Further, training emphasis ratings are based on a 0 to 9 scale where zero is a legitimate rating (no training recommended). With the 0 to 9 scale and task inventories of differing lengths, the training emphasis ratings for each specialty are not directly

comparable (as was the case with task difficulty with a 1 to 9 scale with ratings normalized to an average of 5, and a standard deviation of 1).

To make the training emphasis ratings comparable, they were converted to rankings; that is, they were ordered from 1 to 48 in the order they were recommended for training, with 1 being the task recommended for the most emphasis in training, and 48 the task least recommended for emphasis in structured training. Thus, the median rank would be between 24 and 25; those ranked 1-24 can be considered as "above average" (or more literally in the upper half) on training emphasis. Tasks ranked above the median probably should be included in some type of structured training.

The ranking of tasks across all aircrew specialties (shown in the 11XXX columns in succeeding tables) is a simple average of the ranking across the six career fields which were also rank ordered. These overall rankings are provided to give a picture of the priority each task might have in a common aircrew course.

Tasks with more than 30 percent members performing were grouped according to similar functions, as discussed in the previous section. These groups are administrative functions; using emergency equipment/procedures; and preflight, inflight, and postflight duties. Tables 5 through 7 illustrate these task groupings, and their training emphasis rankings.

As can be seen in Table 5, administrative tasks with greater than 30 percent members performing also ranked high in training emphasis across all aircrew AFSCs. Note that four of the five administrative tasks have high training emphasis rankings across the specialties (11XXX column). A review of the ranking for each specialty shows fairly good agreement, except for AFSC 115X0. Where these administrative tasks have high training emphasis rankings, and were performed by 30 percent of the members, they provide good examples of tasks which may be considered for training in a common aircrew technical school.

Table 6 illustrates tasks which involve using emergency equipment or procedures and have more than 30 percent members performing. They were also ranked high in training emphasis. The 115X0 rankings place the task "study technical orders for abnormal and emergency inflight procedures" very low in training emphasis, whereas the other aircrew specialties ranked it very high. Also, the task "instruct extra crew members or passengers on inflight and ground emergency procedures" ranked low in AFSs 111X0 and 115X0 in comparison to the others. Because most of the tasks in this group have high training emphasis and percent members performing, these are also good examples of tasks which may be considered for training.

Table 7 illustrates preflight, inflight, and postflight tasks with greater than 30 percent members performing. Tasks such as "secure equipment for descent or landing, monitor radio transmissions, and advise maintenance personnel in identifying aircraft system malfunctions" also have high training emphasis rankings. Tasks such as these should be considered for formal training. In contrast, tasks such as "order aircrew transportation", and "order aircrew flight lunches" were ranked very low in training emphasis. These tasks may be more suitable for formal or informal on-the-job training.

Overall, the average rankings (11XXX) seem to give a good priority for what should be trained, except for possibly the 115X0 speciality. The things most important for 115X0 training (such as "participate in premission intelligence briefings," etc.) do not always show up high in the overall rankings. This may imply a need for a somewhat different training program for the 115X0 specialty.

TABLE 4  
CORRELATION OF GROUP MEANS

	<u>11XXX</u>	<u>111X0</u>	<u>112X0</u>	<u>113X0B</u>	<u>113X0C</u>	<u>114X0</u>	<u>115X0</u>
11XXX	1.0	.90	.88	.89	.92	.87	.58
111X0		1.0	.74	.82	.83	.67	.61
112X0			1.0	.76	.74	.74	.40
113X0B				1.0	.78	.71	.54
113X0C					1.0	.72	.42
114X0						1.0	.50
115X0							1.0

TABLE 5

TRAINING EMPHASIS RANKINGS ON COMMON AIRCREW TASKS  
WITH MORE THAN 30 PERCENT MEMBERS PERFORMING  
(ADMINISTRATIVE TASKS)

TASKS	TOTAL						
	11XXX	111X0	112X0	113X0B	113X0C	114X0	115X0
11 MAINTAIN FLIGHT MANUALS, SAFETY AND OPERATIONAL SUPPLEMENTS, AND FLIGHT CREW CHECKLISTS	1	2	1	5	2	1	14
40 POST CHANGES TO PERSONAL AIRCREW PUBLICATIONS	5	6	9	8	6	10	13
2 ANNOTATE AFTO FORMS 781A (MAINTENANCE DISCREPANCY AND WORK DOCUMENT)	7	5	8	11	5	11	21
41 REVIEW AFTO FORMS 781 SERIES FOR AIRCRAFT DISCREPANCIES	8	11	18	2	3	9	20
29 PERFORM CREW INFORMATION FILE CHECKS	24	25*	24	25*	23	28*	16

\* BELOW THE MEDIAN RANK IN TRAINING EMPHASIS



TABLE 6

TRAINING EMPHASIS RANKINGS ON COMMON AIRCREW TASKS  
WITH MORE THAN 30 PERCENT MEMBERS PERFORMING  
(USING EMERGENCY EQUIPMENT OR PROCEDURES)

TASKS	11XXX	111X0	112X0	113X0B	113X0C	114X0	115X0
44 STUDY TECHNICAL ORDERS FOR ABNORMAL AND EMERGENCY INFLIGHT PROCEDURES	2	1	6	1	1	2	32*
14 OPERATE EMERGENCY ESCAPE HATCHES	3	9	7	10	10	5	4
15 OPERATE FIRE EXTINGUISHERS	4	10	11	13	9	4	5
33 PERFORM OR PRACTICE EMERGENCY AIRCRAFT EGRESS PROCEDURES	8	3	16	7	16	7	15
34 PERFORM PERSONAL EQUIPMENT INSPECTION	9	4	21	7	17	12	3
9 INSTRUCT EXTRA CREW MEMBERS OR PASSENGERS ON INFLIGHT OR GROUND EMERGENCY PROCEDURES	15	30*	2	9	19	6	31*
25 PARTICIPATE IN LIFE TRAINING SEMINARS	19	20	22	24	25	18	22

\* BELOW THE MEDIAN RANK IN TRAINING EMPHASIS

TABLE 7

TRAINING EMPHASIS RANKINGS ON COMMON AIRCREW TASKS  
WITH MORE THAN 30 PERCENT MEMBERS PERFORMING\*  
(PREFLIGHT, INFIGHT, AND POSTFLIGHT TASKS)

TASKS	11XXX	111X0	112X0	113X0B	113X0C	114X0	115X0
42 SECURE EQUIPMENT FOR DESCENT OR LANDING	10	15	4	4	22	8	12
12 MONITOR RADIO COMMUNICATION TRANSMISSIONS	11	7	6	16	11	27	10
1 ADVISE MAINTENANCE PERSONNEL IN IDENTIFYING AIRCRAFT SYSTEM MALFUNCTIONS	12	8	12	19	9	17	27
13 OPEN OR CLOSE CREW ENTRANCE DOORS	13	28	10	15	13	14	12
24 PARTICIPATE IN GENERAL OR SPECIALIZED MISSION BRIEFINGS	14	16	13	14	20	23	7
4 COORDINATE CORRECTION OF AIRCRAFT DISCREPANCIES OR MALFUNCTIONS WITH AIRCRAFT COMMANDER	16	18	18	22	4	16	24
47 VISUALLY INSPECT PANELS, LOCKS, OR FASTENERS	20	17	41	3	7	24	39
16 OPERATE FLIGHTLINE MOTOR VEHICLES	23	12	26	35	35	23	10
27 PARTICIPATE IN PRE-MISSION INTELLIGENCE BRIEFINGS	26	28	33	26	37	21	2
19 OPERATE ULTRA HIGH FREQUENCY (UHF) RADIOS	27	25	23	32	15	37	19
7 INSPECT RAMP AREA FOR FOREIGN OBJECT DAMAGE (FOD) MATTER	30	35	28	31	18	19	27
8 INSTALL OR REMOVE AIRCRAFT WHEEL CHOCKS	31	37	31	27	25	26	17
10 LOAD CREW GEAR ON AIRCRAFT	33	34	30	29	27	34	28
32 PERFORM HIGH ALTITUDE PROCEDURES IN ALTITUDE CHAMBER	36	22	40	44	31	37	25
20 ORDER AIRCREW FLIGHT LUNCHES	37	39	30	40	41	32	45
21 ORDER AIRCREW TRANSPORTATION	38	46	43	44	32	25	42

\* TASKS RANKED BELOW MEAN ARE BELOW AVERAGE IN TRAINING EMPHASIS

## COMPARISON OF TASKS WITH PROPOSED COURSE OUTLINE

In May 1983, a conference was held to propose a curriculum for the Enlisted Undergraduate Aircrew Course. The proposed course outline is presented in Appendix A. To gain a better understanding of how the survey data relates to the proposed course, tasks from the inventory were matched with areas from the course outline. Many of the items proposed for the common aircrew course are knowledge areas, and do not relate directly to the inventory items. Some areas, however, do relate and are supported by the data. Table 8 presents the matched tasks, their training emphasis ranking, task difficulty rating, and percentage of members performing.

When looking at the safety items in the combined sample (11XXX column), note that three of the four tasks should be considered for formal training. For example, Task 14, "operate emergency escape hatches," was given a very high training emphasis ranking. The percentage of members performing this task is also high. In each of the separate specialties, training emphasis ranking is high, as is percent members performing except for the 111X0 specialty. Task difficulty is comparable across the specialties and combined sample, it being slightly less than average. This pattern is evident for Tasks 15 and 33, also, and illustrates that safety items such as these should be considered for inclusion in the common aircrew course.

Under the Aircrew Publication Requirements Section, it can be easily seen that Task 11, "maintain flight manuals, safety and operational supplements, and flight crew checklists," is an example of a task that should be included in formal training. It ranked first overall as the task recommended for the most training emphasis. It also ranked high in each specialty. Percent members performing is high, as are the task difficulty ratings. Task 40 "post changes to personal aircrew publications," also rated high on the three factors; however, task difficulty was somewhat lower than on Task 11. This illustrates that both tasks should be included in the school, but more time allotted to teach Task 11 than 40.

In the Associated Directives Section, Task 44, "study technical orders for abnormal and emergency inflight procedures," ranked second overall in training emphasis. The training emphasis rankings for this task are comparable to those for Task 11, except in the 115X0 specialty. This task also received high task difficulty and percent members performing ratings except in the 115X0 specialty. Again, this is an example of a task that should be included in a formal training program.

When looking at the Aircrew Coordination Section, note that Tasks 12 and 34 received high ratings on the three factors and warrant inclusion in formal training. An area of interest is the Briefing Section. Although participating in various briefings was not ranked high in training emphasis and ranked about average in task difficulty, a significant number of people perform these tasks. Note that 115X0 personnel ranked participating in some types of briefings very high. Task 27, "participate in premission intelligence briefings," ranked second in the 115X0 specialty, which shows that these personnel, in contrast to the others, feel that participating in this type of

briefing should receive a great deal of emphasis in formal training. This again emphasizes the differences as to what is important for training in the 115X0 specialty compared to the others.

To further illustrate these differences, note that the 115X0 personnel rated Task 35, "perform small arms qualification," as the most important task in training emphasis, whereas the others ranked it low. In the combined sample (11XXX column) it would appear that it ranked above average in training emphasis. Remember, however, this figure is an average of the training emphasis rankings for all the specialties so, naturally, the "1" rankings given by the 115X0 personnel makes the average appear much higher. This task received above average task difficulty ratings in all but the 115X0 specialty.

In summary, many of the areas on the proposed course outline are supported by the survey data. Tasks such as 11 and 44 are excellent examples of tasks supported by the data, and warrant inclusion in a formal course. Many areas of the outline are knowledge areas and cannot be addressed by the survey data. It is evident that 115X0 personnel emphasize different areas than do the other aircrew specialties which may indicate that these personnel would not benefit from attending an Enlisted Undergraduate Aircrew Course.



TABLE 8 (CONTINUED)  
COMPARISON OF TASKS WITH COURSE OUTLINE

	11XX			111X			112X			113X			114X			115X		
	TNG	TSK	PCT	TNG	TSK	PCT	TNG	TSK	PCT	TNG	TSK	PCT	TNG	TSK	PCT	TNG	TSK	PCT
	EMP	DIF	MEM	EMP	DIF	MEM	EMP	DIF	MEM	EMP	DIF	MEM	EMP	DIF	MEM	EMP	DIF	MEM
VII. AIRCREW COORDINATION																		
2. RADIO PROCEDURES																		
12 MONITOR RADIO COMMUNICATION TRANSMISSIONS	11	5.83	85	7	5.54	93	5	5.08	95	16	6.07	91	11	5.66	95	27	5.02	48
18 OPERATE HIGH FREQUENCY (HF) RADIOS	35	5.38	45	31	5.44	66	32	5.11	49	33	4.42	23	26	4.95	57	38	6.41	18
19 OPERATE ULTRAHIGH FREQUENCY (UHF) RADIOS	27	5.33	68	24	5.42	75	23	5.15	63	32	4.81	48	15	4.99	90	36	5.85	39
3. LIFE SUPPORT EQUIPMENT																		
5 DEMONSTRATE TO PASSENGERS THE PROPER USE OF LIFE PRESERVERS, PARACHUTES, OR OXYGEN MASKS	17	5.68	60	33	5.93	55	3	6.30	98	12	5.87	67	36	5.01	28	3	5.11	91
25 PARTICIPATE IN LIFE SUPPORT TRAINING SEMINARS	19	5.02	70	20	5.11	82	22	4.70	90	23	5.61	70	24	5.23	67	18	4.59	49
34 PERFORM PERSONAL EQUIPMENT INSPECTION	9	5.37	81	4	5.56	92	21	5.31	85	7	5.19	86	17	5.46	78	12	5.18	75
37 PICK UP AIRCRAFT LIFE SUPPORT EQUIPMENT	39	3.91	39	42	3.92	82	39	3.94	82	32	4.03	63	44	3.77	16	45	4.53	13
45 TURN IN AIRCRAFT LIFE SUPPORT EQUIPMENT	40	3.85	41	40	3.71	85	39	3.74	85	36	4.12	66	44	4.07	16	43	4.44	14
48 VISUALLY INSPECT SPARE LIFE SUPPORT EQUIPMENT	28	4.75	72	22	4.66	94	25	4.56	86	20	4.82	63	28	5.25	64	20	4.69	71
4. BRIEFINGS																		
28 PARTICIPATE IN PREMISSION WEATHER BRIEFINGS	30	4.51	59	29	4.11	90	20	4.18	95	23	5.03	75	33	5.17	52	46	4.15	10
22 PARTICIPATE IN CREW MAINTENANCE DEBRIEFINGS	25	4.79	77	13	5.11	97	19	4.47	98	18	5.27	76	14	5.26	97	35	4.19	16
23 PARTICIPATE IN CREW OPERATION DEBRIEFINGS	18	4.98	64	14	5.21	90	15	4.63	92	17	5.34	92	21	5.43	56	33	4.43	29
24 PARTICIPATE IN GENERAL OR SPECIALIZED MISSION BRIEFINGS	14	5.31	81	16	5.43	94	13	4.88	93	14	5.54	89	20	5.58	75	22	4.79	70
26 PARTICIPATE IN POSTFLIGHT INTELLIGENCE BRIEFINGS	32	5.14	38	26	5.27	77	38	4.64	40	30	5.69	50	40	4.79	30	29	4.92	21
27 PARTICIPATE IN PREMISSION INTELLIGENCE BRIEFINGS	26	4.99	56	27	4.89	80	33	4.64	58	26	5.75	62	37	4.84	51	21	4.74	43

### Analysis of Job Attitudes

Tables 9 through 11 present data reflecting attitudes incumbents had about their jobs. These data are provided by questions in the background section of the inventory that addresses perceptions of how interesting the job is, how well talents and training are utilized by the job, and whether they intend to reenlist.

To provide a meaningful standard by which to measure job attitudes, recently surveyed AFSCs are compared with each study on these measures. In this study, job attitudes for aircrew members were compared with all other AFSCs surveyed in 1982.

As can be seen in the tables, aircrew members are very satisfied with their jobs. In most cases, the aircrew members were more satisfied with their jobs than other Air Force members.

Table 9 indicates job attitudes for the 1-48 months T1CF groups are comparable, with two exceptions. The 111X0 personnel do not feel their talents are being utilized as well as do incumbents in the other AFSCs. Also, the 115X0 personnel have lower reenlistment intentions than other aircrew members.

Table 10 provides information about job attitudes in the 49-96 months T1CF groups. Again, job attitudes are comparable, with the exception of the 115X0 personnel. Personnel in AFS 115X0 in this experience group have less favorable attitudes about their jobs on all measures.

As can be seen in Table 11, incumbents with 97+ months T1CF also have favorable attitudes about their jobs. This group indicates lower reenlistment intentions, which can probably be attributed to the retirement of some members.

In summary, aircrew members have very positive attitudes about their jobs for the most part. They are more satisfied with their jobs than incumbents in other AFSCs surveyed during 1982.

TABLE 9

JOB ATTITUDE DATA FOR 1-48 MONTHS T1CF GROUPS  
(PERCENT MEMBERS RESPONDING)

	COMPARATIVE* SAMPLE (N=6,952)	11XX (N=1,836)	111X0 (N=215)	112X0 (N=349)	113X0B (N=120)	113X0C (N=690)	114X0 (N=355)	115X0 (N=73)
JOB FAIRLY INTERESTING OR BETTER	63	90	75	92	87	95	89	82
TALENTS UTILIZED FAIRLY WELL OR BETTER	72	90	67	89	88	97	90	84
TRAINING UTILIZED FAIRLY WELL OR BETTER	77	94	88	95	88	97	96	78
FAVORABLY CONSIDERING REENLISTMENT	43	81	70	80	85	86	79	69

\* COMPARATIVE SAMPLE = ALL AFSCs SURVEYED IN 1982



TABLE 10

JOB ATTITUDE DATA FOR 49-96 MONTHS T1CF GROUPS  
(PERCENT MEMBERS RESPONDING)

	COMPARATIVE* SAMPLE (N=3,264)	11XXX (N=1,075)	111X0 (N=104)	112X0 (N=181)	113X0B (N=36)	113X0C (N=516)	114X0 (N=182)	115X0 (N=42)
JOB FAIRLY INTERESTING OR BETTER	68	89	81	92	90	92	86	79
TALENTS UTILIZED FAIRLY WELL OR BETTER	76	91	76	91	97	95	92	76
TRAINING UTILIZED FAIRLY WELL OR BETTER	78	94	93	93	97	96	95	69
FAVORABLY CONSIDERING REENLISTMENT	62	83	68	90	83	82	89	67

\* COMPARATIVE SAMPLE = ALL AFSCs SURVEYED IN 1982

TABLE 11

JOB ATTITUDE DATA FOR 97+ MONTHS TICF GROUPS  
(PERCENT MEMBERS RESPONDING)

	COMPARATIVE* SAMPLE (N=5,343)	11XXX (N=1,217)	111X0 (N=106)	112X0 (N=228)	113X0B (N=69)	113X0C (N=319)	114X0 (N=347)	115X0 (N=69)
JOB FAIRLY INTERESTING OR BETTER	74	90	93	92	90	93	88	81
TALENTS UTILIZED FAIRLY WELL OR BETTER	81	92	87	95	91	92	93	78
TRAINING UTILIZED FAIRLY WELL OR BETTER	78	92	89	89	94	95	94	77
FAVORABLY CONSIDERING REENLISTMENT	69	69	65	65	65	61	74	73

\* COMPARATIVE SAMPLE = ALL AFSCs SURVEYED IN 1982

## IMPLICATIONS

Occupational survey results indicated a large amount of overlap between the common aircrew tasks performed by the aircrew AFSCs surveyed. Of the 48 tasks included in the common aircrew duty, 36 were performed by 50 percent or more of the personnel surveyed. Generally, tasks that had a high percentage of members performing received high training emphasis rankings and may warrant inclusion in a centralized undergraduate enlisted aircrew school. The things most important for 115X0 training do not always show up high in the overall rankings. This may imply a need for a different training program for the 115X0 specialty.

Job attitudes are very positive throughout the aircrew AFSCs. The majority of individuals in all TICF groups reported their job interesting and their talents and training well utilized. Comparison shows job attitudes are noticeably better than other AFSCs surveyed during 1982.

Many areas targeted for training in the proposed course curriculum were well supported by the data. Many of the areas, however, are knowledge areas and cannot be evaluated with the OSR data.

**APPENDIX A**

## PROPOSED OUTLINE FOR COMMON AIRCREW COURSE

### I. GENERAL MILITARY TRAINING

1. Orientation
2. Security
  - COMSEC
  - OPSEC
3. Aircrew Member Discipline
  - Fraternization
  - Customs and Courtesies
  - 35-10
    - Flight Uniforms
  - Contributions of Enlisted Aircrew Members
  - Drug/Alcohol Abuse
4. Personal Affairs
  - Power of Attorney
  - Wills
  - Sure Pay
  - Financial Responsibility
  - Travel Vouchers
5. Communicative Skills
  - Oral (Presentation)
  - Written
  - Test Awareness
6. Safety
  - Fire

- Flightline
  - AGE
  - FOD
- Aircraft
- Flying
- 7. Hand Gun Qualification
  - .38 Pistol
- 8. Physical Fitness

## II. ORIENTATION TO FLYING

1. Mission of the Air Force
  - MAJCOMs
2. Career Progression
  - Aviation Badges
  - Career Ladder
    - 39-1 AFSC Handout
3. Flight Medicine
  - Annual Physical
  - QNIF/A Status
  - Self-Medication
  - Medical Factors of Flight
4. General Aviation Skills
  - GMT Time (Zulu)
  - 12/24-Hour Clock
  - Acronyms

### III. BASIC AERODYNAMICS

1. Forces of Flight
2. Basic Controls and Functions
3. Basic Aircraft Instruments
4. Aircraft Field Trip

### IV. AIRCREW PUBLICATION REQUIREMENTS

1. Flight Manual
2. Checklist

### V. ASSOCIATED DIRECTIVES

1. 60-1
2. 60-16
3. 51 Series
4. 55 Series
5. Aircraft Forms

### VI. AIRCREW TRAINING PROGRAM

1. Initial Training
2. Recurring/Continuation
3. Standardization/Evaluation

### VII. AIRCREW COORDINATION

1. Interphone Discipline
2. Radio Procedures
  - Monitoring

3. Life Support Equipment

- Weather
- Mission
- Pilots

VIII. ORIENTATION FLIGHT

1. MAJCOM Support Required

IX. SCREENING PROCEDURES

1. Reading Comp
2. Math Comp



DATE  
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28